

Full Council Meeting Minutes

December 1, 2003

9:00 – 3:30

Embassy Suites

Kansas City, MO

Attendees: J.C. Caudle, Bill Treece, Robert Honan, Herb Johnson, John Wittstruck, Jim Dickerson, John Gaal, Lew Chartock, David Heath, Rick Beasley, Ron Vessel, Catherine Leapheart, Miguel Meneses, Ron Randen, Wayne Giles, Marie Young, Mary Moore Johnson, Garland Barton, Cheryl Thruston, David Mitchem, Mary McKinney, Clinton Flowers, Glenda Terrill

David Mitchem announced that Governor Holden had appointed David Heath as the new chair of the Missouri Training and Employment Council and that Lew Chartock was appointed as vice-chair.

Chair David Heath opened the meeting with introductions of members, staff and guests.

Minutes

Review of the minutes from the October meeting at Tan-Tar-A will be deferred until the next meeting. The Council and staff have devoted a disproportionate amount time over the last two months in preparation of the state of the workforce report that will be reviewed with the Council in some depth this morning. That being the reality I think upon a proper motion to withhold reading of the minutes pending their dissemination and review we could put that issue to rest. It has been moved and seconded that we withhold a reading of the minutes pending their completion. Let the record reflect that the motion carried unanimously.

State of the Workforce Report

David Mitchem

David Mitchem explained that at the executive committee meeting there was a request to create a prologue, which had been done. There had also been a lot of refinement to the state of the workforce report. He pointed out that the shaded portions of the report identified the refinements. The prologue is new.

David Heath: The first document up is the prologue. This document was conceived because of a concern that that key decision makers would be less likely to read the longer document in the absence of something that was pithy and to the point. Unfortunately the majority of the folks in this room have not seen the prologue. What is your pleasure? Would you like to read this document and then get back by e-mail to staff or do you want to deconstruct it and debate it line by line. Discussion.

MOTION: Ron Randen made a motion to look at the document and get back to staff as to what the recommendations/corrections might be. John Gaal seconded the motion. Motion passed.

David Heath: Let the record reflect that any recommendations/corrections will be submitted to staff by close of business December 3, 2003.

If you will turn to the executive summary. What we have here is a 13 page document that we need to review because this document will be coupled with the prologue and the actual state of the workforce report and will be submitted to the governor's office within the next two or three weeks. The bold subject matter headings have been distilled from the larger workforce report. The Council is sending this report forward to decision makers in the state. It is very much in Missouri's and its citizens' best interest to realize the need for better alignment between "in demand" new economy skill sets and Missouri's education and training system.

SUBJECT: MISSOURIANS MUST RECOGNIZE, EMBRACE AND INITIATE CHANGE

Outlined on the next page there are strategies for cluster based workforce development. Is there any discussion relative to any of those strategies?

No Discussion

SUBJECT: PERCENTAGE OF CITIZENS WHO ARE HIGHLY LITERATE MUST INCREASE SIGNIFICANTLY

David Heath: Our relative scores of literacy compared to our contiguous states are lagging. Given the economic realities that we are facing, we believe that it is imperative that citizens must have a significantly heightened awareness of their needs and the needs of their children to become much more literate. Page 3 lists the specific strategies for engaging Missourians and improving literacy. Any comments?

Wayne Giles: I would like someone to address #4 “Requiring higher education institutions to develop and promote literacy programs in the communities they serve.” I’m concerned about the word “required.” Without a change in statute you cannot require this. In fact, in this city the literacy program is operated by the Kansas City School District not by higher education institutions.

There was a brief discussion regarding the use of the word “require”

David Heath: Your point is well taken and we will change the text to read, “Strongly encourage.”

John Wittstruck: I have an amendment to the language. “Support efforts by the state’s higher education institutions in developing, promoting and expanding literacy improvement programs and participation in their communities.” With due respect to the law requiring elementary and secondary education institutions to do things, the Committee felt that some of these responsibilities may need to be shifted from our elementary/secondary system to our higher education system. Literacy improvement, particularly for working adults, may be one of those areas.

Mary V. Johnson: What is the intent of the word communities? We might want to be more specific about what we mean by, “the community that we’re serving.”

David Heath: Communities to us meant the communities at large in which the campuses sit.

SUBJECT: HIGH SCHOOL GRADUATION REQUIREMENTS MUST BE MORE RIGOROUS.

David Heath: After reviewing comparative data from bordering states, we are recommending that Missouri make the high school graduation requirements more rigorous. The key to this sub-part is the sentence that reads, “therefore, high school graduation requirements must be more rigorous including four years of English and three years each of social studies, mathematics, statistics and science.” That is a significant upgrade from the current 3-2-2-2. I assume there is some discussion on this issue.

Larry Swindle expressed his belief that if more attention and money were expended in elementary education that the drop out rate would decrease. “I think we need to spend more money in the very beginning rather than waiting for them to get out of high school or drop out of high school and then try to improve their literacy skills.”

There was discussion regarding Mr. Swindle’s comments with David Mitchem agreeing to incorporate a reference regarding improvement in elementary education.

SUBJECT: HIGH SCHOOL REQUIREMENTS MUST INCLUDE A NATIONALLY RECOGNIZED WORK READINESS CERTIFICATION.

John Gaal read the strategies recommended by the education and training committee for increasing work readiness.

Jim Dickerson: During our discussions regarding making transcripts count, didn’t we address portfolios?

John Gaal: Yes we did. I think that we ought to promote the idea of portfolios and within the portfolio should be the transcript.

David Mitchem: If you will go to page 26 of the full report the wording that you have suggested is there. We just did not get it incorporated into the executive summary. We will make that change.

Mary V. Johnson: I would like a little clarity on requiring teachers and professors to do periodic business internships. We are talking again about a requirement. It might go both ways. There might be an exchange/partnership established rather than going in one direction. It might be interesting to have business folks go to a classroom. We might encourage a dual exchange rather than a requirement on one side.

David Mitchem: I think one of the reasons the wording was so strong is that, historically, the education system has not been as responsive as it needs to be to the needs of business and industry. That may vary from institution to institution but there is a sense among business people that the students coming out of the education system are not adequately equipped to perform in the workplace. So the feeling is that there needs to be a better understanding on the part of educators as to the needs of business and industry.

Mary V. Johnson: What do you mean by business internship? What I read in this sentence tells me that if I'm teaching anthropology I'm going to have to go into some business somewhere that has nothing to do with anthropology for an internship.

John Gaal: Point well taken. Perhaps the wording needs to be massaged.

SUBJECT: ALL ADULTS MUST BE ENGAGED IN CONTINUOUS LEARNING AND SKILLS DEVELOPMENT

Lew Chartock: I think there are strategies that have been developed by others that we ought to take a look at. One of which, as an example, would be apprenticeship programs.

David Mitchem: We've certainly discussed apprenticeships and it is one of the items addressed in the full report, maybe it needs to be pulled into the executive summary. The education committee was in full agreement that apprenticeship is a strong tool.

No discussion

SUBJECT: CAREER EDUCATION AND THE COMMUNITY/TECHNICAL COLLEGE SYSTEM MUST BE EXPANDED.

John Wittstruck: One of the challenges we've had in the state of Missouri is how we provide access to fourteen years of education mainly the two years of study beyond high school that provide a lot of the post-secondary technical skill development that we have in the state. Expanding the role our community colleges/technical colleges and private career schools in providing access to that kind of learning is vitally important to achieving the kind of goals that are expressed in this report. As a consequence, we have identified strategies on page 8 that can lead to that kind of expansion. It speaks to linking the education and training programs to occupational/industrial clusters that have been identified in Missouri.

Wayne Giles: In the title it says career education in the community and technical college system must be expanded. Where does one of the strategies address the expansion of the community/technical college system? Maybe my interpretation of the word system differs from yours. I interpret that as expansion of the current system that has twelve community college districts in this state and 18 Kansas districts. Is that how you define system and if so where is the strategy that addresses that?

John Wittstruck: Clearly it's not there Dr. Giles. I think there needs to be a suggestion as to how that might best be done.

David Mitchem: If it is the consensus that we want to add another bullet to address the system as a whole, please suggest wording by close of business Wednesday and we will add that bullet.

SUBJECT: UNIFORM ARTICULATION AND DUAL CREDIT MECHANISMS NEEDED TO IMPROVE PIPELINE

David Heath: The statistics tell us that the number of degree seeking and non-degree seeking undergraduate transfers in Missouri continues to climb. It's critical that Missouri implement a new approach to articulation agreements between institutions of higher learning. Toward that end, on page 9 you will see some specific strategies for improving the so-called worker pipeline. This is an issue that was thoroughly debated among the committees. We think that it is a critical part of the success of this report and ultimately of the education system of Missouri. We would appreciate any comments that you have.

Lew Chartock requested that the first bullet point to reference community based organizations and organized labor. We will see up to 9,000 entry level people coming into jobs this year. Wouldn't it be wonderful if, as we place people in jobs, we can make the connection with community colleges for ongoing education - providing them with the knowledge of the possibilities beyond just taking an entry-level job. I know that first part is carefully crafted but how much would it hurt to articulate relationships with community-based organizations as well as with other educational institutions.

The first bullet read: Continue to formalize and finalize uniform statewide articulation agreements between all public secondary to postsecondary institutions, and among all public postsecondary institutions.

After discussion of the topic the change was made. The bullet now reads: Continue to formalize and finalize uniform statewide articulation agreements between all public secondary to postsecondary institutions, and among all public postsecondary institutions. Specific attention should be given to community-based organizations and organized labor.

SUBJECT: STATE AGENCIES MUST WORK WITH LOCAL WORKFORCE INVESTMENT BOARDS

David Heath: Pages nine, ten, eleven and part of twelve discuss the relationship between state agencies and local workforce investment boards. Our strategic thrust deals with providing resources for supply and demand gap studies at the local labor market level. We're clearly trying to empower local autonomous units, to get not only their buy in but also their active participation.

We've talked a lot about how much of the workforce of the future that work in the three-targeted clusters will have a positive affect on Missouri's economic vitality. However, we don't want to lose sight of the reality that there are many industries with substantial numbers of employees interspersed throughout the state that aren't in those clusters. The workforce investment boards are best situated to serve industries that invigorate regional economies.

To assist the WIBs with identification or critical skill gaps, local supply and demand gap analysis should be conducted. In addition, MTEC and the WIBs should work collaboratively to design and implement a balanced scorecard to measure success of the Missouri Career Centers. The identification of measures that focus on state and local targeted industries will ensure alignment of state and local outcomes. A clearly systematized metric to assess one-stop centers against the critical skill factors needed by business and industry will also improve system productivity. Such targets should be identified through benchmarking and the Career Centers should develop customized business plans. Any comments?

John Wittstruck: On page 11 the last paragraph, there is a reference to a new assessment tool that incorporates policy considerations and updated one-stop critical success factors from a benchmarking report which will be released in the near future. Is MTEC developing that, will MTEC release it, is this a product of DWD or Corporation for a Skilled Workforce?

David Mitchem: The System Performance Scorecard will be a MTEC product and part of the report on The State of Missouri's Workforce.

Subject: Develop Regional State of the Workforce Reports to Guide Resource Allocation

David Heath: MTEC is recommending that the WIBs develop regional state of the workforce reports based on the information identified in the supply and demand gap analyses. The regional workforce reports should guide WIB resource allocation.

Subject: Assisting At-Risk Missourians Achieve a Better Standard of Living: Aimed at Self-Sufficiency

David Heath: The final recommendation, which begins on page 12, is a very critical piece that is included in many of the programmatic efforts. It relates to how the low-income workers achieve a better standard of living aiming towards self-sufficiency. A portion of the paragraph reads:

“Missouri’s workforce development system should strive to increase the labor force participation of those persons traditionally underserved by Missouri’s labor market, specifically persons of low-income, ex-offenders, at-risk youth, women, young black males, and persons with disabilities. Missouri must initiate a greater interagency effort to link separate programs into a continuum of integrated services, supported by mentoring and individual-based support services, to enable clients to participate in skills-based training and/or employment retention programs.”

That’s wonderful to say and I think that it is laudable that it is in here. To you that deal with this everyday, is this a reasonable approach for us to take? Can we expect any practical results from this without expenditure of significant funds, which is not going to happen?

Rick Beasley: Some of this we are already doing. The wording needs to be modified to reflect what Missouri has already done. What you might want to say is “to enhance” the efforts that have already taken place.

Garland Barton: I would just like to raise the question as to why the language young black males. Why not young minority males if we’re going to specify males. I just question the terminology.

There was a discussion regarding the use of the phrase “young black males.” With an agreement to change the phrase to read “young minority males.”

David Heath: I do have a procedural question. At the Tan-Tar-A meeting MTEC conceptually approved the recommendations while allowing the committees to move forward with more specific work such as creation of the executive summary. Should we now have a motion before this body to accept these documents as we re-created them? The chair would entertain such as motion.

Garland Barton: So moved.

Dr. Giles and Marie Young: 2nd

David Heath: It’s been moved and seconded that we now finalize through your vote the text of the three documents which is the Missouri State of the Workforce Report 2003, the prologue, the twelve page executive summary on which we’ve spent the last three hours. Discussion?

Wayne Giles: How does this motion fit with my question three hours ago about process?

David Heath: The next logical step will be that these documents will be placed on the MTEC website no later than Monday of next week. The password will be taken off and individuals throughout the state will then weigh in on the text that we created today.

David Mitchem: We will make those modifications but MTEC has expressed a desire to entertain counsel from practitioners and others that may refine the document. Are we leaving a window open to do that?

David Heath: Clearly, we care what these groups have to say and when the input comes back it’s going to be re-sent immediately to committee.

John Wittstruck: Are we not in reality releasing the documents for public review and comment rather than endorsement?

David Heath: Yes. I think that is precisely what is going on here and actually conflicts technically with Mr. Barton’s motion.

Garland Barton: I withdraw my motion.

David Heath: Dr. Wittstruck do you have a motion?

MOTION: John Wittstruck: On December 1, 2003 Missouri Training and Employment Council at a meeting in full council released these three reports: prologue, executive summary, and the state of the workforce report for review and public comment. Garland Barton: second. The motion was passed. Wayne Giles abstained.

David Heath: We will move through the committee reports next. The first one up is strategic planning. As ex-chairman of the strategic planning committee I report that that committee will pass. Education and Training – Mr. Gaal.

Education and Training Committee

John Gaal

One of the big issues that came up when the education and training committee met with the strategic planning committee was the issue of increasing high school graduation requirements. We were going to go across the board 4-4-4-4 (4 years each of English, social studies, mathematics and science). We received input from many different groups and we backed off. That was quite a big bite of the apple. We moved to a 4-3-3-3 and on page 7 you can see that language at the top. It says, “Additionally, the Council supports a curriculum that includes foreign language.” We believe that foreign is a critical skill needed by individuals to effectively compete in the 21st Century economy. Page 20 discusses school rigor and teacher development. I think it is pretty well self-explanatory. Any questions?

There was a discussion regarding the wisdom of lowering the 4-4-4-4 recommendation to 4-3-3-3. The 4-3-3-3 recommendation was left in place.

MOTION: The Council will recommend to the Department of Elementary and Secondary Education to change Missouri’s high school graduation requirements to include: 4 units of English, 3 units of Social Studies, 3 units of Math and 3 units of Science. William Treece/motion. J.C. Caudle/second. Ron Vessell/abstention. Motion passed.

Special Focus Committee

Herb Johnson

There were meetings on the 14th and 26th of this month plus several telephone calls to refine the language on the recommendation about assisting at-risk Missourians. We talked about the potential of losing funding for existing programs and making sure that domestic violence and mental health services would be contained in the language. The report reads to the satisfaction of the committee.

Communication and Marketing Committee

Jim Dickerson

As you can see we have a PowerPoint presentation. What we are looking at is the skeleton of our communications and marketing plan. You will recall, MTEC members were asked to submit the names of people in trade and professional groups that should be contacted regarding the recommendations in the report. We propose to divide those people into high, medium, and low priorities. The high categories are people that we almost have to have on board in our effort to move the recommendations forward. We also talked about selecting the appropriate spokesperson to approach these constituents. It makes a difference as far as who is sitting in front the person requesting an endorsement.

The next slide reflects working groups for the spokespersons to create consistent core messages for presentation to high priority target constituencies. Obviously we don’t want five or six people all talking about the same thing but saying it in different ways. We have to hone that message. We then create materials for the presenters; we’re thinking in terms of PowerPoint presentations, handouts for meetings, mailing pieces, electronic newsletters, articles and columns. Obviously those won’t all be used for the high priority group. We need to develop a timeline and it will be a very tight timeline. We want to get the ball rolling in the next year about the time of the Governor’s State of the State address to the General Assembly. At the same time we need to develop a plan for communicating with the medium and low priority target constituencies. However, this

campaign will not be launched until the MTEC recommendations have been presented to all of the high priority constituencies.

Some other ideas we've discussed are:

- Select 2-3 media spokespersons;
- Create a regional speakers' bureau;
- Hold an announcement press conference;
- Develop/distribute a series of news releases and media backgrounders;
- Develop and distribute a video news release;
- Schedule and produce a radio media tour; and
- Develop and distribute a series of radio and TV public services announcements

We also need to regularly integrate electronic communications, including use of MTEC Web Site and e-newsletter, into all external communications efforts.

WIB Chairs as a Committee of MTEC

David Mitchem

We have asked the Workforce Investment Board Chairs (WIBs) whether they would like to become a committee of MTEC. This will be an advisory committee and will not increase the number of members on MTEC. Building a stronger relationship between the WIBs and the Council will give the WIBs a more formal role in policy decisions and setting standards. The Committee could also provide the Council with a stronger and more thorough understanding of what happens at the regional and community level. Conversely, it will provide the WIBs a better understanding of the work of the council.

MOTION: To establish the Workforce Investment Boards Chairs Committee by amending Article VIII of the By-Laws by making specific reference to the new Committee. Jim Dickerson/motion. Garland Barton/second. Motion passed.

After reviewing the by-laws David Heath created the Workforce Investment Board Chairs Committee as an ad hoc committee until the next formal MTEC meeting. The MTEC By-laws state that, "Standing or special committees may be appointed by the chair of the council pursuant to the recommendations of the executive committee." At MTEC's April meeting, the Committee will be established as a standing committee by amendment to the MTEC By-laws. Bill Treece pointed out that changes in the by-laws require thirty days notice.

Regional Performance

Rick Beasley

Last year as you know the U.S. Department of Labor (USDOL) sanctioned the state of Missouri because we failed to miss the earnings change for younger youth. Today I can say that we have submitted our performance entries to the USDOL and not only did we meet or exceed all 17 we should be able to afford incentives this year. Roger Baugher is going to give you more detail about WIA performance.

Roger Baugher

One of the roles of MTEC under the Workforce Investment Act (WIA) is to look at performance, particularly under Title I. Based on the US Department of Labor guidelines, to be recognized as having satisfactory performance we hit 80% of each one of those measures negotiated. In order to say that we achieved all measures we also have to average more than 100% for each program area. So, for the four adult measures we have to hit more than 100%, for the dislocated worker we have to hit all four and average over 100%. We've done quite well. In our adult program every measure is over 100%.

As you can see in the adult program we're averaging a 108% which we think is outstanding. In the dislocated worker category, the only one that is less than 100% is our earnings replacement, which was at 99% of what we negotiated. This means that people getting laid off are going back to work at approximately 95% of what they were making before the lay off.

Our youth programs have a total of 7 measures. We often distinguish between older and younger youth because they are a different population. As you can see, our average overall for all youth performance is 119%.

Customer satisfaction, we're at 113%, which is quite good, it compares very favorably with other government customer satisfaction indicators using the same measures.

I want to show you where we are regionally. We've tried to break this out by the series of measures so I've got the four adult measures across the top. Entered employment rate, credential rate, six months retention and six months earnings exchange and comparing programs of '01 and '02. In order to receive incentives the region has to make 100%. If a region doesn't make 80% over two years then they are subject to a sanction.

Lew Chartock: Let's say you do as well as you've done then next year are they going to say, "OK, let's start at 98%?"

Yes, there was some incremental nudging up but we held pretty close. We have already negotiated for this program year and next program year, which is the full five years of WIA. With the new re-authorization legislation that is going on in Congress we may have a slightly different set of measures, or it may be re-authorized and we have to negotiate for the program year.

Missouri enter into the wage record interchange system, which boosted our numbers. We were able to access wage credit information from other states in the nation. If unemployed people had left the state we were able to count them. We do have in the adults some regions that have had some struggles and we've already gone some technical assistance things in place. The big struggle is the earnings exchange. It is particularly difficult to move hard to serve populations to higher earnings given the downturn in Missouri's economy. When the economy was really good many of these people got good jobs and now they are the first to be laid off because they have the lowest seniority. They're coming back to us now with relatively high earnings, unlike the group we may have served in the past that had no earnings.

In the dislocated workers category, every region is making at least 80% of their target performance, which we think is outstanding. We have a few regions that have some issues. We will deal with them proactively by providing on-site technical assistance. Younger youth is a slightly different group to deal with and we did much better in younger youth. We've focused a lot of our technical assistance on both dislocated worker and the younger youth.

Counselor Academy

Karen Finley

The Counselor Academy is intended to improve and align Career Education activities through counselors to all K-12 students. The project is a collaborative effort involving DESE, DWD, VR, and CBHE and consists of three separate workshops, which build upon each other.

Karen Finley an attendee of the Counselor Academy spoke briefly about what was significant to her. She cited the sharing of resources and the advantages of putting names with faces and agencies so that state resources could be provided to her community. She talked about changing the mindset, of counselors and parents, regarding college. "We need to start thinking about college as a one-year program, a two-year program and a four-year program." She called college an expensive interest inventory. "We spend so much time on college admission and scholarships and getting them there but we aren't really thinking about having them complete that college education. Think about how many kids go to college and have no idea what they're going to do. As counselors we need to start helping kids make a better decision about what they want to do some day." Karen closed her remarks by saying she was looking forward to the March and July counselor academies.

Career Pathways

Rick Beasley

The career pathway initiative is an idea with three components. These components are: (1) individuals need some form of postsecondary education and training in order to become financially self-sufficient for the long-term future; (2) community colleges are in a position to help provide disadvantaged individuals with the skills and education they need to alleviate poverty; and (3) a workforce development system can help individuals find employment by becoming the skilled workers demanded by employers. In other words, Career Pathways will help bridge the gap between employer needs and the skills of the current and emerging workforce, allowing us to help those that are low-skill or no-skill by giving them a pathway to move up and allowing us to take those that are on temporary assistance and get them up to entry level.

WIB Reports

Kansas City/Eastern Jackson County Regions

Sterling Stanford

The full employment council represents both the Kansas City and Eastern Jackson County as well. I will talk about the adult side of the WIB and Richard Salazar who is the vice-president of youth programs will talk about some of the things that are going on with youth programs. My name is Sterling Stanford I'm the chief administrative officer with the full employment council. The full employment council operates two regions in Missouri and has four one-stop shops throughout the Kansas City area.

H1B Program

We were able to serve over 1300 new and incumbent workers and work with over fifty employers. The program just concluded in November.

Health Resource Partners (HRP)

The healthcare field provides opportunities for persons to go to work and get started on a career path. We partnered with a number of healthcare providers and set-up a healthcare consortium. This initiative permits people to start at an entry-level position and work their way up in the healthcare field. The aim of that program is to place 75 clients in unsubsidized employment.

Culinary Arts Program

The Guadalupe Center, one of our partners, prepares the clients to become preparatory cooks. Upon completion of the program if the student takes further courses at Johnson County Community College or gets training through an employer he/she can become a head chef within two years.

WorkKeys

WorkKeys are assessment tools used to assess workplace literacy. It's being tested in Kansas City and vicinity, Eastern Jackson County and St. Louis as well. This new initiative helps prepare potential workers to be in the work place by trying to bridge the gap between where their skill sets are right now and where the employer needs them to be.

Dislocated Worker Program

One of the challenges we have had to face is placing clients at a wage rate that is at least 95% percent of what they were making before unemployment. Persons in the IT or telecommunications fields may have been making six figures. Another example would be GST Steel. These workers were making \$50,000 a year and had no more than a high school diploma or a GED. The challenge becomes to find training to give the clients so they can earn and learn and also get them back to work at a wage rate that is somewhat comparable to what they were making before. It has been a challenge, but based upon the statistics shown by Mr. Baugher we are having good success. By balancing on the job and classroom training we've been able to get workers close to the wages they were making before unemployment.

TANF

The TANF population that we're seeing right now are people that lack the basic skills to get into a job and we all know that given the state of the economy there is more competition even for the entry level positions. Creating opportunities through strategic planning, through strategic vision, and through partnerships is what we're trying to do in Kansas City and vicinity as well as the Eastern Jackson County region. We're trying to be proactive and have the workers trained so they will be ready when the employers have the need. Through strategic vision and planning we hope to be able to stay ahead of the curve.

Mr. Richard Salazar will now come up and talk a little about the youth programs.

Kansas City Youth Programs - Richard Salazar

My name is Richard Salazar I am the vice-president of youth programs for the full employment council. I am also the youth opportunity grant-funding director. I'm going to talk about some of the neat things that are happening in KC and Eastern Jackson County with young people between the ages of fourteen and twenty-one.

We have taken a system wide approach in terms of how we work with young people. With young people we always stress the value of education, lifelong learning, career development and employment. With assistance from a Youth Opportunity Grant we were able to start the Alternative Student Program in the Kansas City school district back in July 2000. We also provide nine case managers at the local high schools to assist students to stay in school. This initiative has been successful with 744 young people that have gone on to post secondary education. Two of our strategies are to increase the number of youth that have their high school diploma and increase the number of youth that go into some type of post-secondary education. We currently have an initiative at the community college that allows youth, who haven't made a decision on the direction they want to take, to attend college for the six weeks, six hours a day taking courses. The idea is to expose them to a college campus and hopefully by the end of the six weeks we can do prep work to get them into a community college, skills training or a four-year college. Through this initiative they are also receiving 2hrs of college credit. We have learned that youth programs have to be flexible.

Northwest Region

Becky Steele

Workforce Missouri is the country cousin to the KC programs. We're a very large, rural, sparsely populated area with a population of just over 259,000, and because we are rural and don't represent a large population our resources are usually pretty slim.

I thought I would talk to you today about three things that we have going on that I think contribute directly to the quality of services we provide in the Northwest Region. The first is locally delivered capacity building, the second is the projects that are innovative in service delivery and third I want to talk to you a little bit about that sector (targeted industry) work that Mr. Beasley mentioned earlier.

Locally Delivered Capacity Building

The Northwest Region retained the interagency team that was part of the effort to consolidate/integrate employment and training programs four or five years ago. The interagency team meets monthly and has been a very successful vehicle for us. We work closely with our WIA Title I providers, who provide adult, dislocated workers and youth services. Two years ago, the team recognized the beginnings of some holes in our collective capacity. As a result, we have initiated no cost training that shores up those deficiencies.

Wednesday and Thursday this week we will be doing training on the change cycle with dislocated workers. In our monitoring the dislocated workers programs, we noticed that even though all the forms were being filled out people were really stressed out, frustrated to the point we had one dislocated worker who talked about bringing a gun. We didn't want to be checking forms and miss helping people. As we assist dislocated workers in goal setting we are trying to distinguish between essential goals, problem solving goals and innovative goals. Similar to those we've used with TANF clients. The training session that we're planning for this Spring is called "Uses of Power: the Drama Triangle" and how people move in and out of that leader/victim role and trying to ensure that no one gets in the victim role and feels helpless.

Money Smart

Money Smart is a collaboration between FDIC and USDOL. One of our sub regions was identified as a rural pilot two years ago. Three banks have taken on the project as part of their Cumulative Re-investment Act requirement. Also participating are two insurance companies several real estate financing companies. The program includes ten financial awareness modules. The really cool thing about this is that it has got pushed into four of our rural school districts as part of their core curriculum for home economics. It has introduced a new relationship with partners we did not have before.

Jumpstart

Jumpstart is in its first year of a two-year community development block grant from the Department of Economic Development. This revolving forgivable loan program is for the acquisition of vehicles for individuals who are either in training or new employment. Right now there are twelve cars financed. The individual has to agree to take Money Smart, they have to make a minimal payment for one year and at the end of that year if they have met all of the requirements then the vehicle loan is forgiven. Their payments revolve back into the capital to acquire other vehicles. We originally had planned to buy 24 vehicles but because we have a car dealership that is giving it to us 10% below auction and the tech school is doing the repairs free of

charge we will have upwards of thirty-six vehicles in the program. Some of the customers using the vehicles are succeeding beyond their expectations employment wise and have begun to move up. When some of the barriers are removed it allows them to focus more on employment.

Nursing Sector (Targeted Industry)

In March of 2001 Missouri Western State College, Heartland Health (St. Joseph's major hospital - serving all of our 18 counties), and the workforce investment board, began to talk about the shortage of nurses. We applied for and received funding for a sector demonstration project in June of 2001. We identified an ideal state that talked about sufficient numbers of diverse, satisfied and motivated nurses. We talked about trying to draw the best and brightest to this field.

A big part of the project was to build a body of knowledge. We had reviewed state and national data but we really didn't know what was going on in the region. The WIB surveyed more than five hundred healthcare providers in our region. You have before you the executive summary of the survey results. The results mirror what is going on in Missouri. However, nurses in the Northwest Region tend to be a little younger than those in the state as a whole. We also conducted a review of best practices prior to developing an action plan. We presented the regional action plan to the chief executive officers of all of the hospitals in our region along with 76 other attendees.

To communicate the issue broadly, we developed a PowerPoint presentation and established a speaker's bureau. Three causal factors impacting the nurse shortage in our region include:

1. Increased demand. In 1995 the over 65 population represented 13% of our region, in 2020 it will represent 16%. In the year 2020, 134,000,000 people in Missouri will have chronic medical conditions compared to 99,000,000 in 1995. We are talking about another 35,000,000 people who are going to have their care managed on an ongoing basis. The new technology and the increased ability to manage these chronic cases will enable people to live longer.
2. Decreased supply. The average age of nurses in the Northwest Region is 43 years. The Missouri average is 45 years old. Nurses under the age of 30 represent 9% of the nursing population in the U.S.; in Missouri it represents 15%. The ratio of nurses 50 and over to those in their twenties will soon be 4-1. What that means is for every four nurses preparing to retire one nurse is coming into the industry to take their place. By the year 2015 half of all the nurses that are currently working will be retired. This is a problem that once you start looking at it you get personally involved because you think about mom and dad's care, you think about your own care. It is a national problem, it is a statewide problem but it is a particular problem in rural areas.
3. The changing healthcare landscape. Tight labor market, competition in the healthcare field, knowledgeable and more demanding consumers, broad access to providers, and a perception of reduced quality of care. All of that combines to make nursing, in particular, a very unattractive career as compared to 20 years ago. Girls in elementary school are not selecting nursing as a career choice. Those people who chose it with the idea that they were going to care for people and it was going to be touchy feely were wrong. It's now a case management kind of role and the hospital stays are reduced to one or two days so there is no opportunity for relationship building. We are working on pipeline issues starting with third grade up and how we are trying to build a pipeline and also make sure that the transition into nursing school and into the hospital environment is seamless.

A few things we feel good about. We have developed two LPN to RN bridges that were not there before. They are with two completely different institutions; LPNs at North Central Missouri College transitions to Northwest Missouri State University in Maryville. LPNs at Hilliard Technical Center in St. Joseph transitions to Missouri Western State College. We have not only developed articulated agreement but also reduced redundancy. It took a year and a half for these institutions to sit down and agree on what classes they would actually give up based on curriculum that was already provided. We've reduced the entire education process by a semester. Hilliard Technical Center has introduced two additional training courses one in radiologic technologist and surgical technician and those were both positions that were also in demand. In the survey findings you will see the six hot demand jobs that we identified.

We will be submitting a \$2 million grant application to the Department of Health and Human Services for nursing diversity. This grant is targeted toward minorities both economic and cultural minorities and provides for readiness, financial assistance and follow-up for nurses.

The other thing we're working on is the development of an electronic auction room where various healthcare professionals, not just RN's, can bid on shifts. One of the issues is shift management. This will allow somebody who needs extra money to go in and bid on a shift and someone who wants flexibility to get out of that shift. We've seen two models that have done this successfully. There have been all kinds of wonderful things that have happened from this grant. Never before did we have master degree nurses working at the hospital and also serving as faculty. We now have three nurses that share duties between the hospital and Missouri Western State College.

David Heath: the next agenda item deals with the 2004 calendar.

John Gaal: I would like the Council to consider a possible change for the full council meeting that is scheduled for Friday July 9. The Council should take the opportunity to have its meeting in conjunction with SkillsUSA contest being held the end of June in Kansas City. I think it's a great thing for people to get their hands dirty and see what's really going on at the high school and post-secondary level with regard to training and employment.

Wayne Giles: May I further extend to the Council my willingness to host the meeting at the Business and Technology College.

Meeting adjourned.